**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 1st Grade** | | | **Date(s)**: Unit 2-Day 10 |
| **Unit Title:** Unit 2 – Understanding Place Value (Tens and Ones) | | | | **Corresponding Unit Task:** *Understand that the two digits of a two-digit number represent amounts of tens and ones.* | | |
| **Essential Question(s):** How does counting by 10’s help me count large numbers? How does counting by 10’s help me understand place value? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: place value cards, deck of cards, 3-column chart** | | **Student:** | | | **Digit, one-digit number, two-digit number, tens, ones, compare, greater than (>), less than (<) and equal (=)** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1.NBT.3**  *Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, <.* | | | | | |
| **I Can Statement(s): I can determine when a 1-digit number is greater than, less than or equal to another 1-digit number. I can explain why a 1-digit number is greater than, less than or equal to another 1-digit number.** | | | | | |
| **Activating Strategy/Hook:**   * Quick Draw: Teacher will flash a variety of ten frame picture to review ten frames. | | | | | |
| **Teacher Directed: (whole group)**   * **Using ten frames, introduce new vocabulary: greater than, less than and equal to** * **Compare numbers by looking at the values on the cards** | | | | | |
| **Guided Practice: (small groups/partners)**   * **Students will use a deck of playing cards with number cards only to compare numbers on a 3-column chart labeled less than, greater than, and equal to** | | | | | |
| **Independent Practice:**   * **Students will use a 3 column chart to fill in numbers to compare to existing numbers.** | | | | | |
| **Closing/Summarizing Strategy: (using math journal)**   * **Students will be given a number to explain which number is greater than, less than or equal to.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students will use a math web to represent a number in a variety of ways. | | | One-on-One assistance to show how to group objects by 10s using a place value mat. | | | Students will explain to the class how they solved the story problem then pose the question to their classmates of how to solve the problem differently. |
| **Assessment(s): During independent practice observe students ability to compare 1-digit numbers.** | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Students’ understandings/misconceptions * Specific notes about student thinking * What do I need to reteach or review tomorrow or in the future * New ideas/changes for next time | | | | | | |